

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1			
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)		<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">FOR TEA, USE ONLY Write NOGA ID Place date stamp here APR 30 PM 12:44 RECEIVED EDUCATION AGENCY</div>
Grant Period:	August 1, 2018 – July 31, 2019		
Application deadline:	5:00 p.m. Central Time, May 1, 2018		
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>		
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov		

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Amendment #	
Greater San Antonio After-School All-Stars		N/A	N/A	
Vendor ID #	ESC Region #	DUNS #		
20-0195564	20	961726762		
Mailing address		City	State	ZIP Code
2300 West Commerce Street, Suite 215		San Antonio	TX	78207-3840

Primary Contact

First name	M.I.	Last name	Title
Jane	H	Macon	Board Chair
Telephone #	Email address		FAX #
210-299-3517	jane.macon@bracewell.com		800-404-3970

Secondary Contact

First name	M.I.	Last name	Title
Patricia		Karam	Executive Director
Telephone #	Email address		FAX #
210-229-7827	Patricia.karam@saallstars.org		210-229-7829

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jane	H	Macon	Board Chair
Telephone #	Email address		FAX #
210-299-3517	jane.macon@bracewell.com		800-404-3970
Signature (blue ink preferred)		Date signed	

Only the legally responsible party may sign this application.

701-18-111-037

Schedule #1—General Information

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): July 1

End date (MM/DD): June 30

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately; in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> Participant and enrollment data will be entered in August or September, depending on the center schedule. Attendance data will be entered daily or weekly. Exception reports and data corrections will be completed and reviewed by the project director Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name N/A	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name N/A	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget N/A

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.		N/A	
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Greater San Antonio After-School All-Stars (GSAASAS) has implemented its after-school model for over five years with increased student participation at several schools located within three school districts: Edgewood, San Antonio, and Southwest ISD. GSAASAS seeks to provide enriching and engaging afterschool programming to five program sites in Edgewood ISD that: 1) provides opportunities for academic enrichment, including tutorial services to help children meet state and local academic achievement standards in core academic subjects such as reading and mathematics; 2) offers students a broad array of additional services and activities such as youth development activities, drug and violence prevention programs, art, music, and recreation programs, and technology education programs; and, 3) offers families of students opportunities for literacy and related educational development. **One of the five campuses to be served has been identified by TEA as a Priority school, and more than 50.3% of their students are at risk per 2016-2017 TAPR.** Edgewood ISD is home to many children living in low-income, ethnically diverse communities that are exposed to environments that lend themselves to risky behavior during out-of-school time. **As many as 92.1% of all Edgewood students are identified as economically disadvantaged, 100% of students qualify for free and reduced lunch and 37.4% of students under the age of 18 reside in single parent homes.** In order to assess the needs of the participating campuses, members of the Afterschool Planning Committee reviewed campus data including attendance rates, test scores, and disciplinary referrals to identify campuses that would benefit most from the program. Other than fee-based child care centers, the Committee confirmed that few formalized programs in the community provide high-quality services on a daily basis. This lack of services is significant for eligible elementary schools that serve high-need student populations ranging in age from 5-12 years – a critical time for developing academic and resistance skills. Funding would benefit program students and families by providing a safe environment for students during the critical hours of 3:15-6:15 PM, assist in closing the academic achievement gap that is prevalent in low-income urban areas, and provide for character development and enrichment opportunities that are often not affordable to low-income students. The goals of this grant align with Edgewood ISD goals: 1) The percentage of students in grades K-3 who are reading on or above grade level will increase from 54% to 64% by the end of school year 2022 (Baseline measure May 2017). Annual Target for 2018-19: 58%. 2) The percentage of students in grades 3-5 who meet standard on reading STAAR will increase from 61% to 68% by the end of school year 2022 (Baseline - 2017 STAAR English, STAAR Spanish and STAAR Alternative 2). Annual Target for 2018-19: 63%. 3) The attendance rate will increase from 93.0% (reported in July 2017) to 94.5% by 2022. Annual Target for 2018-19: 93.4%. To determine the program budget, we assessed the needs of each individual campus, other afterschool programs in the district, and viewed budgets from past funded programs. The proposed budget meets the requirements of the grant and the needs of each individual campus. Research shows that underserved communities have a greater risk of struggling academically, socially, and physically (wellness), justifying the need to pursue supplemental funds to assist in providing additional opportunities for academic enrichment, youth development activities that reinforce and complement the regular academic program, and services to support the families of disadvantaged students. GSAASAS and Edgewood ISD follow a continuous improvement planning model to ensure that decisions are based on data, and that strategies are research-based and evaluated for effectiveness. The Project Director, along with a chosen outside evaluator who has a proven track record for effective evaluation, will meet with site coordinators and project staff to establish data collection methods and to assist with data analysis and project reports to monitor the efficacy of the program. Collected data will be reviewed by the project director and site coordinators on an ongoing basis to identify successes, and challenges which may require program modifications. The project director will assume overall responsibility for the program and will report directly to the Executive Director and Board of Trustees of GSAASAS. The independent evaluator will collect qualitative and quantitative data for reporting on TEA and project-level performance measures that evaluate program efficacy in defined program areas throughout the year and for the annual end of year evaluation report. A formative evaluation will help identify problems that may be resolved in a timely manner. **The application addresses the statutory and state requirements as required.** To maximize effectiveness and ensure sustainability for all programs, the schools district coordinates federal, state, local, and non-federal funds. Materials, training, staffing and contracted services "essential" to program implementation will be funded through the grant. However, additional items that are supplemental, but support grant goals and objectives, may be purchased using funds from local and/or Title I funds. Edgewood ISD will continue to support afterschool programs through resources which include, but are not limited to building use, utilities, and custodial services, snacks for students. The district will continue to seek additional funding and will implement its established fee based afterschool program.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 20-0195564			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$472,120	\$27,724	\$499,844
Schedule #8	Professional and Contracted Services (6200)	6200	\$86,605	\$10,000	\$96,605
Schedule #9	Supplies and Materials (6300)	6300	\$49,000	\$0	\$49,000
Schedule #10	Other Operating Costs (6400)	6400	\$78,000	\$0	\$78,000
Schedule #11	Capital Outlay (6600)	6600	\$33,400	\$0	\$33,400
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$729,125	\$37,724	\$756,849
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$729,125	\$37,723	\$756,849
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$756,848
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$37,842
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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On this date:

By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher		15	\$96,000
2	Educational aide		6	\$36,000
3	Tutor			\$0
Program Management and Administration				
4	Project director (required)	1		\$40,000
5	Site coordinator (required)	5		\$160,000
6	Family engagement specialist (required)	1		\$20,000
7	Secretary/administrative assistant		1	\$3,300
8	Data entry clerk	1		\$25,000
9	Grant accountant/bookkeeper		1	\$8,100
10	Evaluator/evaluation specialist			
Auxiliary				
11	Counselor			\$0
12	Social worker			\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$0
14	ESC coordinator/manager/supervisor			\$0
15	ESC support staff			\$0
16	ESC other			\$0
17	ESC other			\$0
18	ESC other			\$0
Other Employee Positions				
19	Executive Director		1	\$12,500
20	Academic Liaison	1		\$30,000
21	Title			\$0
22	Subtotal employee costs:			\$430,900
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$0
24	6119 Professional staff extra-duty pay			\$0
25	6121 Support staff extra-duty pay			\$0
26	6140 Employee benefits			\$0
27	Subtotal substitute, extra-duty, benefits costs			\$68,944
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$499,844

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$16,000
	Office space for Project Director, Academic Liaison, Site Coordinators, Family Engagement Specialist	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Carver Culture Center- Dance, ceramics, Paper Mache	\$25,000
2	Southwest School of Art- Painting, Drawing, Collage,	\$25,000
3	TBD- Wellness and Healthy Lifestyle	\$10,000
4	United Communities of San Antonio (UCSA) – anti-bullying, respect	\$5,625
5	Evaluation	\$10,000
6	Read & Rise Curriculum & registration Fee	\$4,980
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
b. Subtotal of professional and contracted services:		\$80,605
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$96,605

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 20-0195564

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$49,000
Grand total:		\$49,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 20-0195564		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$29,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$15,000
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$44,000
Remaining 6400—Other operating costs that do not require specific approval:		\$34,000
Grand total:		\$78,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 20-0195564		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2	Laptops	9	\$2,000	\$18,000
3	Printer	9	\$600	\$5,400
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
66XX—Software, capitalized				
12	Software	9	\$1,000	\$9,000
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
66XX—Equipment or furniture				
19	copier	2	\$500	\$1,000
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$33,400
Grand total:				\$756,849

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #14—Management Plan

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Master's degree experience in teaching, counseling, or other related areas; experience in supervising/managing others and project leadership; understanding of youth development principles and practices; ability to work collaboratively and form effective working relationships with families, schools, and local community stakeholders; working knowledge of computers, word processing, and database software preferred; experience with at-risk youth and families preferred; excellent oral and written communication skills with youth and adults
2.	Site Coordinator(s)	Responsible for day-to-day operations and activities at each campus, campus data collection and data entry, coordinates activities, conducts staff development for after-school staff, maintains files, manages payroll. Bachelor's degree or equivalent experience in education with at-risk populations, organizational skills, bilingual preferred; Reports to Director.
3.	Family Engagement Specialist	Bachelor's degree or equivalent experience; working with teachers, parents, school administrators, and community members and organizations; thinks and acts in ways that respect ethnic, cultural and language diversity; experience in collaborative leadership; advocates for children and parents; strong organizational skills; ability to speak to groups; ability to make home visits and ability to work flexible schedule

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve academics as demonstrated by increased proficiency in reading, mathematics, science, and social studies as evidenced by pre and post testing, STAAR scores, and grades.	1. Design Multi-subject lessons for individual student needs	9-4-18	7-12-19
		2. Work with curriculum coordinator for effective delivery of instructions.	9-4-18	7-12-19
		3. Offer academic enrichment program daily	9-4-18	7-12-19
		4. Address STAAR objectives	9-4-18	7-12-19
		5. Align Instruction to school day requirements	9-4-18	7-12-19
2.	Improve attendance as evidenced by attendance in the regular school day and in the after-school program	1. Design engaging program activities	9-4-18	7-12-19
		2. Work with school staff to recruit at risk students	8-21-18	6-14-19
		3. Train staff in techniques for engaging at-risk students	9-4-18	7-12-19
		4. Solicit formal and informal student feedback	11-12-18	7-12-19
		5. Recognize/Celebrate students for 95% attendance on a monthly basis	9-4-18	7-12-19
3.	Improve behavior as evidenced by the Likert scales completed by the teacher and parent	1. Students develop positive behavior guidelines	9-4-18	7-12-19
		2. Students develop strategies to encourage good behavior among peers	9-4-18	7-12-19
		3. Recognize/Celebrate students for positive behavior on a monthly basis	9-4-18	7-12-19
		4. Decrease in disciplinary referrals	9-4-18	7-12-19
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The organization Greater San Antonio After-School All-Stars (GSAASAS) will serve high-need students enrolled in five campuses located in Edgewood ISD. Edgewood ISD is home to many children living in low-income, ethnically diverse communities that are exposed to environments that lend themselves to risky behavior during out-of-school time. Due to family work hours students frequently come home from school to empty homes. **As many as 92.1% of all Edgewood students are identified as economically disadvantaged, 100% of students qualify for free and reduced lunch and 37.4% of students under the age of 18 reside in single parent homes.** Single parents are often forced to leave their children at home during the hours of 3-6 PM in order to financially provide for their children.

In order to assess the needs of the participating campuses, members of the Afterschool Planning Committee comprised of district central level staff, GSAASAS staff, along with each individual campus, reviewed campus data including attendance rates, test scores, and disciplinary referrals to identify campuses that would benefit most from the program. Other than fee-based child care centers, the Committee confirmed that few formalized programs in the community provide high-quality services on a daily basis. This lack of services is significant for eligible elementary schools that serve high-need student populations ranging in age from 5-12 years – a critical time for developing academic and resistance skills. **One of the five campuses to be served has been identified by TEA as a Priority school, and more than 50.3% of their students are at risk per 2016-2017 TAPR.**

The Afterschool Planning Committee collected data on state testing scores, student incidents of criminal behaviors, non-criminal behaviors, disruptive behaviors, and attendance. The categories of concern were tabulated and themed to identify a consensus of needs. The data reported that (1) scores in mathematics, reading, and science need improvement (Academics); (2) Family involvement activities need to be provided to create a true learning community (Family Literacy); (3) Extended day activities designed for students will keep participants actively engaged in learning and connected to a safe haven.

The GSAASAS Program provides working families a safe and drug-free environment for their children for 3 hours at the end of the school day for a total of 15 hours each week. During the time children are in the program, they will receive enhanced or tutorial academics, and enrichment experiences needed for lifelong learners and for success in graduating from high school and entering college. Teachers and teaching strategies make a difference in student learning. To address specific academic needs identified, nine categories of instructional strategies will be incorporated in the GSAASASAS Program. They are: (1) identifying similarities and differences; (2) summarizing and note taking; (3) reinforcing effort and providing recognition; (4) homework and practice; (5) nonlinguistic representations (graphic organizers); (6) cooperative learning; (7) setting objectives and providing feedback; (8) generating and testing hypotheses; and (9) questions, cues, and advance organizers. Thematic units and cooperative learning will be the focus of the after-school programs with an emphasis on tactical activities and the incorporating of strategies to accommodate all learning styles. An innovative, creative approach to learning, different from that utilized during the regular school day will be implemented. The program will target students who attend schools eligible for schoolwide programs under ESEA and the families of such students. Students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models will be targeted. Services will be provided at no cost to participants. The program will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students. The needs of working families will be specifically addressed by providing resources that benefit the identified population of families. As well as by providing extended hours that will benefit single parent families. Activities will be ongoing and consistently available throughout each term. Academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and will be aligned with documented student and each individualized campus needs. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using tools such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

TEA is required under ESSA to prescreen external organizations that could provide assistance with the implementation of 21st CCLC programs and make a list of prescreened external organizations available to the entities participating in the 21st CCLC program. ESSA defines an external organization as a nonprofit organization with a **record of success in running or working with before and after school (or summer recess) programs and activities;**

The fiscal agent of this grant application – **Greater San Antonio After-School All-Stars (GSAASAS)** has been identified and is listed as a prescreened organization on this list. Edgewood ISD *will not pay* Greater San Antonio After School All-stars for services. **GSAASAS will serve as the fiscal agent of the grant, providing to Edgewood ISD additional resources that supplement academic instruction, enrichment activities and provide additional staffing providing a safer after school environment. Jointly, Edgewood ISD and GSAASAS will provide resources such as facilities, curriculum, technology, professional development and access to a pool of high-quality staffing. The partnership between Greater San Antonio After-School All-Stars and Edgewood ISD will assist in the overall assurance of safety and increase the efficacy of academic support.**

Program funds will supplement and not supplant state mandates, State Board of Education rules, and activities previously conducted with state or local funds. Local funds will not be decreased or diverted for other purposes. The proposed program was developed, and will be carried out, in active collaboration with the five identified Edgewood ISD schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the schools, and GSAASAS in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards. Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed state required ratios as applicable.

The strong collaborative partnership between GSAASAS and Edgewood ISD will allow for the development of a regularly engaged group of stakeholders, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community. **Through the partnership between Edgewood and GSAASAS, the capacity of both organizations to provide safe enriching after school programs will be expanded and allow both agencies to provide quality services that would not be capable in solitude. This partnership will increase the scope and quality of service providing a greater opportunity for future sustainability.**

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The "Study of Promising After-School Programs," a landmark study for the out-of-school-time field found that students regularly participating in after school programs improved their work habits; demonstrated higher levels of persistence; and saw reductions in reports of misconduct. Afterschool Programs have the capacity to strengthen students' engagement in school and help them set higher educational aspirations for themselves. Providing students with enriching after-school and summer opportunities will enable the identified campuses to improve student outcomes and impact student performance. Students served in the 21st Century After School Learning Cohorts will receive high quality tutorials with certified teachers, enriching and engaging learning opportunities, extended literacy engagement, and family supports. This cohort of students at Gardendale, H. B. Gonzalez, Las Palmas, Winston and Roosevelt will have targeted student achievement goals aligned to Edgewood ISD goals.

Edgewood ISD in collaboration with GSAASAS has established goals under the Texas Education Agency's Lone Star Governance model. The intention of Lone Star Governance (LSG) is to provide a continuous improvement model for governing teams (Boards in collaboration with their Superintendents) that choose to intensively focus on one primary objective: Student outcomes do not change until adult behaviors change. EISD Board of Managers routinely tracks and monitors student progress with the goals. Edgewood ISD will work in collaboration with GSAASAS's site coordinators to track the progress of cohort students and ensure that they are meeting or exceeding district goals. Ongoing monitoring of student progress will assist in impacting student performance by providing ongoing monitoring of student success.

Student Performance in the GSAASAS Program will impact the overall goals of the campus:

Goal 1: The percentage of students in grades K-3 who are reading on or above grade level will increase from 54% to 64% by the end of school year 2022 (Baseline measure May 2017). Annual Target for 2018-19: 58%.

Goal 2: The percentage of students in grades 3-5 who meet standard on reading STAAR will increase from 61% to 68% by the end of school year 2022 (Baseline - 2017 STAAR English, STAAR Spanish and STAAR Alternative 2). Annual Target for 2018-19: 63%.

Goal 3: The attendance rate will increase from 93.0% (reported in July 2017) to 94.5% by 2022. Annual Target for 2018-19: 93.4%

Goal 4:

All reporting and compliance requirements will be maintained and submitted in the format and manner requested by TEA. Qualitative data will be collected through on-site observations by the Project Director and Project Executive Director; case studies of student success prepared by the Site Coordinators; Likert scale assessments by the student's regular teacher and parents of the student's behavior, homework completion, and social skills performance.

The following quantitative data will be collected: pre and post-test assessment of tutorials in the core subjects, STAAR scores by student by campus, classroom grades in core subjects, PEIMS data, promotion rates, decreased incidents of risky behavior, rate of attendance during the regular school day, number of students with 30 or more days of attendance, and parent participation in family literacy activities. The Site Coordinator will work with the campus PEIMS clerk and the Project Director will work with the District's PEIMS Department to collect the quantitative data and report the results to TEA and the GSAASASAS Board of Directors. The formative evaluation will examine the implementation and effectiveness of the project. Data will be collected through electronic instruments developed and adapted to measure the quality, type, and degree of specific program features. The evaluation plan will incorporate both the quantitative and qualitative data collected to provide a comprehensive record of the degree of program implementation and the extent to which the Texas 21st CCLC Project achieves the desired results and the impact it has had on both participating students and their family members. The results of the evaluation will be used to refine, improve, and strengthen the program and to refine the performance measures listed in the grant.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Over the past 15 years, knowledge of the afterschool field has grown substantially. A large body of evidence exists that confirms *quality* afterschool programs help children become more engaged in school, reduce their likelihood of taking part in at-risk behaviors or acting out in school, and help raise their academic performance. The growth of afterschool program evaluation has also helped the afterschool field understand the elements of quality afterschool programs, spurring continuous improvements in programs and a growing sophistication of the field. Quality afterschool programs have the ability to excite children about learning, spark their curiosity and connect school-day lessons to their everyday lives. They have the capacity to strengthen students' engagement in school and help them set higher educational aspirations for themselves.

GSAASAS has researched best practices implemented in after school, as well as identified positive trends and local data collected from programs provided through the organization in the past. These findings have driven our proposed research based and data driven model. **Based on research findings, the key factors for promising program quality have been separated into four categories: 1) Intentional programming/Strong program design: *active, dosage, organization* 2) Staff quality: *positive relationships, prepared & high quality staff* 3) Effective partnerships: *school, community, family* 4) Program evaluation and improvement.** The GSAASAS Program is modeled after these four key categories.

Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following three components during each term: academic assistance, academic enrichment, and family and parental support. All activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need. Sufficient time participating in an afterschool program—which includes both attendance in a program and engagement in the program's activities—is a critical piece of a program's ability to have a positive influence on youth participants according to an evaluation of the (DYCD) Out-of-School Time Programs for Youth. The "Study of Promising After-School Programs illustrates that students who were engaged in the program on a consistent basis gained the most from the program such as fewer absences and higher academic achievement. The proposed program will monitor and target students who will benefit the most from the program based on need, and thereby will have a greater likelihood of engaging 45 days or more in the program. A program's ability to establish clear goals and develop well-defined activities that align with the goals and mission of the organization is an important component of program quality. An evaluation of the James Irvine Foundation's (CORAL) sites found that when programs established specific goals, developing focused activities and deciding on the staff necessary to carry out the activities subsequently followed, resulting in higher quality programming. Similarly, a study of TASC found that students saw greater gains in their math and ELA test scores when the site coordinator required staff to submit lesson plans compared to students in programs where the coordinator did not require lesson plans. **Academic Liaison will work with Center level staff to develop lesson plans that address student needs. The afterschool program has developed goals that are directly connected to the district goals and goals of the 21st Century Learning Centers model. Staff are trained and hired based on experience working with students and delivering quality, engaging, hands-on activities. Lesson plans will be reviewed by each Site Coordinator, and lessons will be developed through the guidance of MyTX ACE.** Effective partnerships between schools, community and families, according to Afterschool Alliance has proven to contribute greatly to the success of programs and contribute positively to the likelihood of sustainability. **GSAASAS has formed a partnership with Edgewood Schools and through effective, collaborative family and community programs will partner with families of students in the program, building a strong bridge between school and home contributing to the overall success of students.**

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Greater San Antonio After-School All-Stars (GSAASAS) has operated afterschool programs since 1999. In collaboration with staff, administrators, community leaders, parents and students, has established an effective model that yields high outcomes. The GSAASAS program plan is comprehensive and designed to address all required components and objectives including improved academic performance, attendance, behavior, promotion rates, and graduation rates. Each campus' individual activities may vary based on needs identified in their comprehensive needs assessment; however, the overarching model will include three components – homework help, academic enrichment/tutorials, and enrichment. Mondays through Fridays, students will receive 45 – 60 minutes of homework help followed by 45 – 60 minutes of academic enrichment/tutorials, and concluding with 45-60 minutes of engaging enrichment activities. **All programs will include interventions and small-group accelerated instruction, homework assistance, youth development activities, prevention programs, enrichment activities, technology-based instruction, and services for families of participating students. A six week summer program will be offered to participating students and students who struggled with promotion. Grant funds will expand and/or enhance the summer school day for identified students on each campus and will allow campuses to offer enrichment and character education activities after the regular academic summer school program.** Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. **Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE® Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following three components during each term: academic assistance, academic enrichment, and family and parental support. Academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards.** Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need. Family engagement sessions offered in solitude alone are not sufficient in meeting the overall goal of family engagement which is improving student academic success. Therefore opportunities for families to obtain skills that allow families to be their children's first teacher, building a bridge that connects school to home is critical. The US Department of Education's Dual Capacity Model illustrates the strong need for staff and families to learn together, along with providing family engagement activities that are linked to learning. While students will gain a substantial amount of resources and skills, research shows that students spend 55% of their time at home, as opposed to 12% of time at school. **Therefore to ensure academic success for students, a strong family component of our afterschool program will be provided.** Families of students served by the program will be provided opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed through extended hours and family sessions that address the individual need of each family member. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.

The table below outlines a typical schedule for the after-school activities during fall and spring terms.

Day	3:15 – 4:15	4:15-5:15	5:15-6:15
Mon/Wed	Snack, stretch, and homework assistance	<i>Math and Science focus, accelerated instruction, and/or technology-assisted instruction</i>	Menu of enrichment activities including art, music, theater, character education, games, and physical education/sports
Tues/Thurs	Snack, stretch, and homework assistance	<i>Reading and Language Arts focus, accelerated instruction, and/or technology-assisted instruction</i>	Menu of enrichment activities including art, music, theater, character education, games and physical education/sports
Friday	Snack, stretch, and homework assistance	STEAM activities for students, Team Building & College/Career Activities	Menu of enrichment activities including art, music, theater, character education, games, and physical education/sports, wellness and healthy lifestyle

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Edgewood community has been given notice of intent to apply for the cycle 10 Community Learning Center grant. Upon notification of receipt of grant funds, communication regarding the community learning center will be disseminated in various ways. Each campus employs a community liaison that will be trained in sharing this information with campus volunteers and parents/guardians of the community. Campus staff including the school principal and parent liaison will conduct presentations informing community members of the program, its benefits, and the application process. Flyers will be created, sent home and posted throughout the campus to inform parents and families of the program opportunities. A school designee will send a mass phone message in English and Spanish to inform families of students and their community members. Information concerning the program will be also be posted on the website and posted throughout the community.

Communication and information dissemination strategies include written notices, flyers, and brochures written both in English and in Spanish and distributed to all members of the school community. Parent meetings will be held on a regular basis and student showcases will be conducted to exhibit the students' work so that the parents and community will become aware of the work of the program. Presentations of student work and information on the progress of the program will be presented at every Board of Directors meeting. Announcements on the school public address system, notices posted on the school marquee, information listed in the district's newsletters, and presentations at district board meetings will be included. A Community Task Force will be formed consisting of program staff, school district administrators, service providers, and other stakeholders. This Community Task Force will hold regular meetings and will both disseminate information and receive input on program progress and improvement and strategies for sustainability. The Greater San Antonio After-School All-Stars (GSAASAS) will maintain open communication with the community, patrons, service providers, school staff, and district personnel, and the Chairman of the Board of Directors.

Although mass communication will be used to publicize the program, to ensure students with the highest need participate in the program, priority will be given to their applications.

All publications will include the Texas ACE© logo in all outreach and communication materials, and GSAASAS will comply with Texas ACE© branding guidelines.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Based on the past partnerships between Greater San Antonio After-School All-Stars and Edgewood ISD, transportation has not been identified as a barrier to students attending the proposed five sites. Data assessing the needs of families collected prior to submitting this application affirms past data. Extended program hours allow families the opportunity to leave work and safely pick up their children from each program site. Families picking students up will be required to show a form of state identification and are required to sign and date the time of pickup on the attendance roster. All adults picking up children must be listed on student registration forms. Attendance will be taken at the beginning of the program day and after each transition. At the start of the program, all students will gather in a large common area supervised by program staff where attendance will be taken.

All staff and contractors will be identified with badges or tags to assist with identifying all staff members.

Greater San Antonio After-School All-Stars has provided a safe environment for all students for nearly twenty years, and will continue to maintain our high level student and staff safety protocols.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteers to work in the program will be sought from the Retired Teachers' Association, United Way agencies and local colleges. Other agencies in the city that recruit senior citizens will be solicited to provide volunteers. The volunteers will work with and mentor the student and provide a relationship with an additional responsible adult. All persons who work with participants in the program will have a clear criminal background check as a required measure of safety.

Volunteers will submit an application that will undergo an intense background check. Once cleared, volunteers will receive a volunteer badge and complete an orientation and training. Training will focus on child safety, campus procedures and policies and program procedures and policies. Volunteers will also engage in training focused on student academic learning as it relates directly to the program.

Volunteers will be placed and will serve in areas that match their experience and skill set.

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Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Written agreements between Edgewood ISD School Board Trustees and the San Antonio Afterschool All Stars Program is included in the attached Appendix. Edgewood ISD Trustees have signed a letter of commitment focused on future sustainability of the program. The sustainability plan for this particular program does and will include the following: Signed letters of support from all board members representing the students and families to be served; established community advisory council to advise on meeting local needs and assist in sustainability efforts; required center-level logic models and local program evaluation support to document the program's operations and results and provide tools for continuous program improvement; access to state resources directed toward educating and supporting local programs as they develop and implement sustainability strategies.

The strong collaborative partnership between Greater San Antonio After-School All-Stars and Edgewood ISD allows for opportunities to combine, share and expand resources. Both GSAASAS and Edgewood ISD are committed to developing sustainable relationships and partnerships with community and industry partners to help support and sustain its after-school programs. The District will outreach and manage external stakeholders at the very beginning of the awarded grant program to prepare for any chance in funding reduction or revision throughout the lifecycle of the grant. Future funding consideration will include both the summative and formative data evaluations to inform District strategic planning and goal-setting. The resources provided by this grant will assist the program in local sustainability with the supplementation of existing local funds and in-kind support as provided by the municipal government and community partners.

GSAASAS has secured funding in the past to sustain all program established by 21st Century Community Learning Centers funding. Programs have been sustained with low cost sliding fee based programs. Program fees are based on the financial capability of each individual family. Fees start as low as \$25 a year for high- need families. The local city department has also contributed and will continue to fund programs through Challenge funds. The Grant will provide scholarships to all participants outlined in this grant. Challenge funds will continue beyond the life of the grant. Edgewood ISD has committed to assisting in the sustainability of the program through Title I, Title II, Title IV, and State Comp Ed funds. Greater San Antonio All-Stars After-School Program will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. GSAASASA will assure that state or local funds will not be decreased or diverted for other purposes merely because of the availability of 21st Century Community Learning Centers funds. All program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

Sustainability plans will be an ongoing agenda item during Advisory Council meetings. The advisory council will be charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community, as well as collaborate with a diverse funding pool. Because funding for the Texas ACE© program is limited to no less than three and no more than five consecutive years, and service levels must be maintained throughout each continuation period, the advisory council of GSAASAS will develop locally-coordinated realistic strategies for continuing a high-quality program after funding ends. GSAASAS will develop plans and progress assessments during the first year of the grant period and demonstrate the ability to leverage and coordinate resources in support of the program throughout the life of the grant. Sustainability goals will vary, but community support, partnerships, and local support that increase the capacity of the campuses to continue offering services to students will be essential components to sustain the program at varying levels. Texas 21st CCLC funds will be used to build and expand a systemic infrastructure of expanded learning opportunities. A collaborative advisory council will identify unique local needs, consider local resources, and demonstrate how and to what degree the established program will achieve sustainability. GSAASAS and its partners will continue work toward sustainability throughout the life of the grant so that when funding ends, the organization is equipped to serve students and families who are most in need.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Edgewood Independent School District has made a commitment to this project by providing building facilities, utilities and other campus resources at no charge as in-kind contribution. The City of San Antonio Community Initiatives Department will provide financial support to the program. The fiscal agent, GSAASAS, will also provide financial support gained through their fundraising efforts and resources from the National After-School All-Stars Organization founded by Arnold Schwarzenegger. The National After-School All-Stars organization will also identify additional sources of revenue to be tapped for support for this program. The GSAASAS will provide access to other project partners who may donate incentives to participants in recognitions of their successes. The Greater San Antonio After-School All-Stars will work directly with the school district to maintain the separation of federal and state dollars across several projects and funding sources. Where possible, services such as tutorials and enrichment activities will be provided through other federal, state, and local funding sources as in-kind to the program participants.

To maximize effectiveness and ensure sustainability for all programs, the district coordinates funds from all federal, state, local, and non-federal sources. Materials, training, staffing requirements and contracted services "essential" to program implementation will be funded through the grant. However, additional items that are supplemental, but that support grant goals and objectives may be purchased using additional funds and community partnership funding.

General operating expenses such as office space, activity space, computer labs, classrooms, library access, internet access, and miscellaneous supplies and materials for on-going operations are provided by the district at no cost to the grant program. Support also includes access to student information through the management information system. The organization has committed efforts to involve additional partners and volunteers in sustaining the afterschool program activities.

All funding provided will supplement (add to) and not supplant (take place of) program funding.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1				
Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
Gardendale 1731 Dahlgreen San Antonio, TX 78237-3631		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number:	015-905-108			
Cost per student	\$931			
"Regular" student target (to be served 45 days or more annually):	60 students	Parent/legal guardian target (in proportion with student target):		10
		Feeder school #1	Feeder school #2	Feeder school #3
Campus name	Gardendale			
9-digit campus ID number	015-905-108			
Estimated transportation time	n/a			
Center 2				
Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
Gonzalez 2803 Castrovilla Rd San Antonio, TX 78237-2253		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number:	015-905-117			
Cost per student	\$931			
"Regular" student target (to be served 45 days or more annually):	50 students	Parent/legal guardian target (in proportion with student target):		10
		Feeder school #1	Feeder school #2	Feeder school #3
Campus name	Gonzales			
9-digit campus ID number	015-905-117			
Estimated transportation time	n/a			
Center 3				
Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
Las Palmas 115 Las Palmas San Antonio, TX 78237-3142		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number:	015-905-110			
Cost per student	\$931			
"Regular" student target (to be served 45 days or more annually):	50	Parent/legal guardian target (in proportion with student target):		10
		Feeder school #1	Feeder school #2	Feeder school #3
Campus name	Las Palmas			
9-digit campus ID number	015-905-110			
Estimated transportation time	n/a			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Roosevelt 3823 Fortuna San Antonio, TX 78237-1359		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	015-905-113				
	Cost per student	\$931				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):		10	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	Roosevelt				
	9-digit campus ID number	015-905-113				
	Estimated transportation time	n/a				
	Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
Winston 2500 South General McMullen San Antonio, TX 78226-1699		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
9-digit campus ID number:		015-905-116				
Cost per student		\$931				
"Regular" student target (to be served 45 days or more annually):		60	Parent/legal guardian target (in proportion with student target):		10	
		Feeder school #1	Feeder school #2	Feeder school #3		
Campus name		Winston				
9-digit campus ID number		015-905-116				
Estimated transportation time		n/a				
Center 6		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:					
Cost per student	\$				
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:					
Cost per student	\$				
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:					
Cost per student	\$				
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

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Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
Campus name:						
9-digit campus ID number						
Estimated transportation time						

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Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The full time Project Director will hold regular weekly meetings with the full time Site Coordinators for each site to monitor and discuss the program implementation and the degree to which the objectives are being met. The Site Coordinators will each have a laptop computer for use in maintaining electronic records of daily student attendance and records of activities for family and student participants. Regular activity reports and monthly reports of the average daily attendance for each site will be calculated and presented to the GSAASAS Board of Directors at their regular scheduled board meetings. Progress toward achieving each of the program objectives will be monitored by the Project Director and the Project Executive Director and strategies for continuous improvement will be explored and shared among the Site Coordinators. The Site Coordinators, Project Director and Project Executive Directors will meet with the school principals to update them on the program progress and enhance their support. The Site Coordinators will maintain contact with the parents of the participating students, will follow up on any absences, will provide progress reports to the parents on homework, behavioral status, and academic achievement. The Site Coordinator will obtain homework success rates and behavioral status on participants from the students' regular school day teachers, and will also obtain input on tailoring the instructional program for each participating student toward achieving state testing mastery.

Objective 1:

Strategies will include offering each eligible student 45-60 minute session on homework help on a daily basis. Students who might not have homework for the day will be offered the opportunity to read grade level books selected by the academic teachers. . An academic session which will be a combination of tutorials or enrichment will be offered on a daily basis for not less than 45 minutes in reading/language arts, science and math. Students will be assigned to one of five specific groups and will attend academic sessions on a rotation basis. Students in need of tutorial assistance, as evidenced by school grades or other assessment scores, will be assigned to tutorial groups.

Objective 2:

Strategies will include enrichment activities which will be offered on a daily basis for 45-60 minutes. Students will be given the opportunity to select from sessions in team sports, fine arts, visual arts, Legos, Wii and technology. Thematic units which will provide for more hands-on learning, creativity and instruction across the curriculum will also be utilized. Educational games classes will also be utilized to encourage student attendance.

Objective 3:

As part of the enrichment program, staff will be asked to incorporate topics such as team building, dealing with peer pressure, anti-bullying, anger management, saying no to drugs, accepting responsibility, dealing with consequences of negative behaviors and showing respect. As part of the enrichment sessions staff will offer sessions to students on social skills development. Other community groups will also be utilized to provide sessions to students and parents on strategies to ensure student success and responsible behavior.

Greater San Antonio After-School All-Stars (GSAASAS) has operated afterschool programs since 2003. In collaboration with staff, administrators, community leaders, parents and students, has established an effective model that yields high outcomes. The GSAASAS program plan is comprehensive and designed to address all required components and objectives including improved academic performance, attendance, behavior, promotion rates, and graduation rates. Each campus' individual activities may vary based on needs identified in their comprehensive needs assessment; however, the overarching model will include three components – homework help, academic enrichment/tutorials, and enrichment. Mondays through Friday, students will receive 45 – 60 minutes of homework help followed by 45 – 60 minutes of academic enrichment/tutorials, and concluding with 45-60 minutes of engaging enrichment activities. All programs will include interventions and small-group accelerated instruction, homework assistance, youth development activities, prevention programs, enrichment activities, technology-based instruction, and services for families of participating students. A six week summer program will be offered to participating students and students who struggled with promotion. Grant funds will expand and/or enhance the school day for identified students on each campus and will allow campuses to offer enrichment and character education activities after the regular academic school day and program. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Monitoring and evaluation of the program will occur based on data measures aligned with Lone Star Governance goals for literacy, grade cycle progress, attendance, STAAR performance and grade promotion. The evaluation design calls for data on students' baseline status at the beginning-, middle- and end-of-year, cumulating in a year-end evaluation report. In addition to baseline measures providing pre- and post- assessment information, program participant outcomes will also be compared to the outcomes of non-participating students serving as a matched-control group. The Site Coordinators at each of our service centers will provide data on program fidelity based on student enrollment and program attendance into the SIS database, as well as collect data on staff training, program activities, mentors and program staff meetings using logs, and meeting minutes. Additional data will be collected during site visits using the Assessment of After-School Program Practices Tool (National Institute on Out-of-School Time, 2008) to assess and rate program quality. All data will be collected according to FERPA guidelines from Edgewood ISD's Research and Evaluation Department. This includes student six-week grades, school-day attendance, pre/post assessments such as station and MAP, and STAAR results. To ensure data is collected as planned, a program evaluator will monitor progress and to discuss and overall project implementation with local staff. Internal monitoring and evaluation at the district level will include a brief evaluation report at mid-year to update staff on the progress of the evaluation plan and interim results.

The scope of work and timeline for the independent evaluation for year one is as follows:

August-October 2018: Conference with local staff to discuss data collection needs and logic model development. Collect beginning-of-year data from EISD Research and Evaluation Department resources to establish baseline measures---including assessment of literacy and mathematics achievement levels.

January-February 2019: Collect middle-of-year student outcome data from EISD Research and Evaluation Department resources; Prepare brief mid-year evaluation report on the progress of the evaluation plan and interim results.

May - June 2019: Collect end-of-year student outcome data from EISD Research and Evaluation Department resources. Collect STAAR data from EISD Research and Evaluation Department.

July 2019: Finalize analysis of data and complete preparation of annual evaluation report by July 31.

August 2019: Present final evaluation results to program staff and site coordinators at monthly meeting; Present final evaluation results to campus administrators, district staff and Board of Managers; Meet with Advisory Council to review data and reassess and establish 2019-2020 plan of action.

The EISD Research and Evaluation Department maintains a working relationship with research and statistical Methodology professors at major universities in the San Antonio and Austin metropolitan areas. Each has extensive experience in program evaluation, serve as principal investigators, and have a proven record of peer-reviewed publication. The selected independent evaluator will be solely responsible for data analysis and report writing. The school district's role will be limited to providing student data on academic outcomes, attendance, behavior, and program participation aligned with the evaluation design. **All reporting and compliance requirements will be maintained and submitted in the format and manner requested by TEA. Qualitative data will be collected through on-site observations by the Project Director and Project Executive Director; case studies of student success prepared by the Site Coordinators; Likert scale assessments by the student's regular teacher and parents of the student's behavior, homework completion, and social skills performance. The following quantitative data will be collected: pre and posttest assessment of tutorials in the core subjects, STAAR scores by student by campus, classroom grades in core subjects, PEIMS data, promotion rates, decreased incidents of risky behavior, rate of attendance during the regular school day, number of students with 45 or more days of attendance, and parent participation in family literacy activities.** The Site Coordinator will work with the campus PEIMS clerk and the Project Director will work with the District's PEIMS Department to collect the quantitative data and report the results to TEA and the GSAASASAS Board of Directors. The formative evaluation will examine the implementation and effectiveness of the project. Data will be collected through electronic instruments developed and adapted to measure the quality, type, and degree of specific program features. The evaluation plan will incorporate both the quantitative and qualitative data collected to provide a comprehensive record of the degree of program implementation and the extent to which the Texas 21st CCLC Project achieves the desired results and the impact it has had on both participating students and their family members. The results of the evaluation will be used to refine, improve, and strengthen the program and to refine the performance measures listed in the grant.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 20-0195564

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 20-0195564

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 20-0195564

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 20-0195564

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 20-0195564

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 20-0195564

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 20-0195564

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 20-0195564

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances – NON APPLICABLE

- ☒ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☒ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☒ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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Schedule #21—Program Information Addendum

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Part 1: Budget Table & Narrative

Fiscal Agent		Greater San Antonio After-School All-Stars					
(A) Center Number	(B) Center Name	(C) Total Regular Students to be Served	(D) Grant-Level Fixed Grant Costs (≤ \$200,00)	(E) Center-Level Fixed Grant Costs (≤ \$100,000 per center)	(F) Student- level variable cost	(G) Center-level per-student variable cost (≤ \$1,000)	(H) Total Grant Budget (≤ \$1,500,000)
C1	Gardendale	60		67,404	55,874	=931.23	
C2	Gonzalez	50		67,405	46,561	931.23	
C3	Las Palmas	50		67,405	46,562	931.23	
C4	Roosevelt	60		67,405	55,874	931.23	
C5	Winston	60		67,405	55,874	931.23	
C6							
C7							
C8							
C9							
C10							
TOTALS			159,080	337,024	260,745	=	756,849

Note: The Total Grant Budget (H) should equal the sum of all Centers Grantee-Level Fixed Costs, sum of all Center-Level Fixed Costs and sum of all Total Student Variable Costs by Center.

Budget Narrative: Provide a high-level explanation that describes the process that was used to determine the total budget that is requested in this grant and justify the total funding amount requested.

The budget was determined based on the following factors:

- Personnel- a detailed budget of each personnel position was determined by the each cost center on the needs of the students. Three centers will have 80 students and 2 centers will have 50 students. The budget reflects these differences.
- Professional and Contracted Services- The agency will contract with 4 local non-profit agencies. The Carver Culture Center will provide dance, ceramics, Zumba, paper mache etc. to the students based on student interest. Southwest School of Arts and Craft will provide Painting, drawing, collage etc. to the students based on student interest. United Communities of San Antonio will provide Anti-bullying classes. TBD will provide wellness and Healthy lifestyles to the students.
- Supplies- were determined at each cost center based on the student allocation at that site.
- Other Operating – was determined on the student allocation at each center
- Equipment – equipment listed were determined by the needs of the program staff and student participants.

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